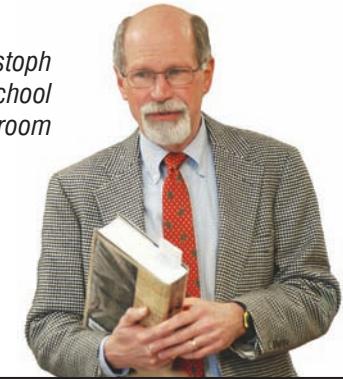


# Kentucky Teacher

April 2007

News for the Nation's Most Innovative Educators

George Christoph  
Pendleton County High School  
39 years in the classroom



[www.education.ky.gov](http://www.education.ky.gov)

## Four Kentucky schools named "Schools to Watch"

Adairville Elementary School (Logan County), Boyd County Middle School, North Oldham Middle School (Oldham County) and Noe Middle School (Jefferson County) have been named 2007 Kentucky Schools to Watch by the Kentucky Forum to Accelerate Middle Grades Reform. Adairville Elementary is the first Kentucky school to receive this designation for a second time.

Schools are recognized for a three-year period. At the end of three years, a school must repeat the process in order to be redesignated. Adairville Elementary was first designated a Kentucky School to Watch in 2004.

The Schools to Watch program is part of an initiative developed and guided by the National Forum to Accelerate Middle-Grades Reform. The four Kentucky schools are among 50 exemplary middle grades schools in 12 states to receive the 2007 designation.

The Kentucky Forum selected each school

for being academically excellent, responsive to the needs and interests of young adolescents, and committed to helping all students achieve at high levels. In addition, each school has strong leadership, teachers who work together to improve curriculum and instruction, and a commitment to assessment and accountability to bring about continuous improvement.

"These schools demonstrate that high-performing middle grades schools are places that focus on academic growth and achievement," said John Harrison, president of the National Forum. "They also are places that recognize the importance of meeting the needs of all of their students and ensuring that every child has access to a rigorous, high-quality education."

Schools submitted a written application that showed how they met criteria developed by the National Forum. State teams

See FOUR on Page 10

## Two Title I schools receive national recognition

Mason County Intermediate School and Pineville (Independent) High were recognized as National Title I Distinguished Schools during the National Title I Conference in late January. The two schools are among approximately 60 others from across the nation to receive the honor.

As mandated under the federal No Child Left Behind (NCLB) Act, the Title I Distinguished Schools Recognition Program iden-

tifies schools that ensure all children have access to effective instructional strategies and challenging academic content. Schools selected also demonstrate success in ensuring that all children, particularly educationally deprived children, make significant progress toward learning that content.

Eligibility for the program is based on two main criteria:

- Schools must significantly close achievement gaps among student populations.
- Schools must exceed state-defined adequate yearly progress (AYP) targets under NCLB for two or more consecutive years.

Schools also must have provided opportunities for all children to meet proficient and advanced levels of performance; professional development for educators; coordination with other programs curriculum; and instruction to support achievement of high standards; and partnerships among schools, parents and communities.

Through Mason County Intermediate's Making Connections with Students program, each of the school's 645 3rd- through 5th-grade students receives a home vis-



Photo by Tim Thornberry, Education Cabinet

### New books for babies

Embry Ochs, Trayvion Hill and other students at Hogsett Elementary (Danville Independent) affix gift labels to books collected during the district's Baby Book Drive earlier this year. As part of their Read Across America celebration in March, all schools in the district collected new books for babies. The books were donated to the Ephraim McDowell Medical Center to be included in gift packages that are given to newborns to encourage parents to begin reading early to their babies.

## Chalk Dust Project: Students chronicle county's school history

By Rebecca Blessing

[rebecca.blessing@education.ky.gov](mailto:rebecca.blessing@education.ky.gov)

Seven Sticks. Sunny Side. Feliciana. They're all names of Graves County schools from generations past. However, they're coming to life in the present through a school/community initiative known as the Chalk Dust Project, which chronicles the history of schools located in the county

from the late 1800s to the present.

"Students are an integral part of the project," said co-director Debbie Smith, a teacher and gifted and talented coordinator for the Graves County School District. More than 300 elementary, middle and high school students from both the Graves County dis-

See CHALK on Page 9



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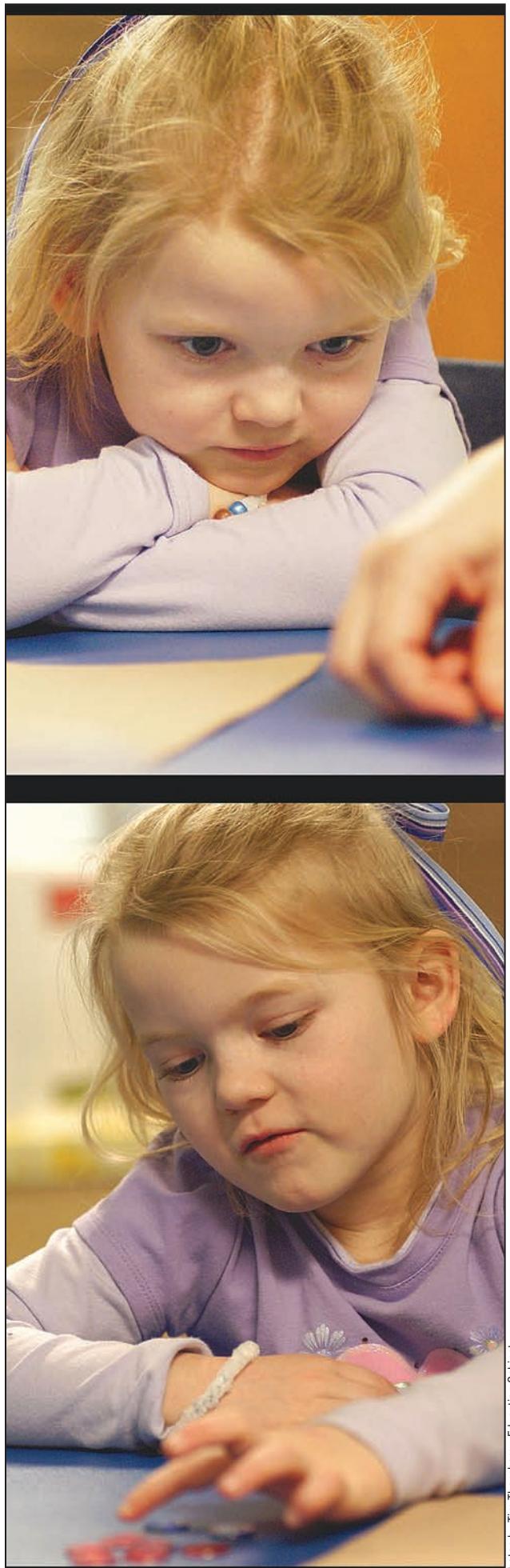
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# Bulletin Board



Albany Elementary (Clinton County)

Bulletin Board is compiled by Rebecca Blessing  
rebecca.blessing@education.ky.gov

Kentucky Teacher is published by the Kentucky Department of Education for teachers, school administrators, counselors, support staff, parents, students, legislators, community leaders and others with a stake in public education. Please address correspondence to *Kentucky Teacher*, 612 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; e-mail [ktyteacher@education.ky.gov](mailto:ktyteacher@education.ky.gov).

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## Conferences

### Early Childhood Summer Institute

The 21st annual Kentucky Early Childhood Summer Institute, "Steps to Excellence: Standards, Assessment, Quality," will be held June 18-20 in Louisville. Pre-registration ends May 26. Onsite registration will be available.

Contact: Cheryl Salyer, (606) 327-2706, Ext. 2728, [cheryl.salyer@ashland.kyschools.us](mailto:cheryl.salyer@ashland.kyschools.us)  
[www.ashland.k12.ky.us/rtc/default.htm](http://www.ashland.k12.ky.us/rtc/default.htm)

### "Top C.A.T.S." summer seminar

The Kentucky Council on Economic Education will present "Top C.A.T.S.," a seminar hosted by Toyota Motor Manufacturing Kentucky, July 24 from 10 a.m. to 4 p.m. in Georgetown. The seminar is designed to assist elementary and middle school educators in teaching personal finance and consumerism. Professional development credit will be given. Enrollment is limited.

[www.kCEE.org/forms/workshop.php](http://www.kCEE.org/forms/workshop.php)

### Technology Enhanced Classroom

The Technology Enhanced Classroom Conference will be held June 6-7 at Edyth J. Hayes Middle School in Lexington. Classroom teachers and technology resource teachers will learn about research-based practices of integrating technology into classroom instruction. The conference is free. Participants will receive professional development credit. Registration deadline is May 21.

[https://edtech.fcps.net/tec/default.aspx](http://edtech.fcps.net/tec/default.aspx)

### High school economics institute

The Kentucky Council on Economic Education is hosting and the Foundation for Teaching Economics is conducting "The Right Start: An Institute for New and Beginning Teachers of High School Economics" June 11-14 at General Butler State Park in Carrollton. Teachers will learn basic economic content and develop lesson plans. Registration deadline is May 1.

[www.econ.org/programs/rightstart.html](http://www.econ.org/programs/rightstart.html)

### Lincoln bicentennial workshop

A teacher workshop focusing on Abraham Lincoln's Kentucky years is scheduled June 26-28 in Frankfort. There will be speakers and discussions focused on Lincoln, workshops and field trips. Teachers will design curriculum-based lesson plans that explore the effects of Lincoln's Kentucky years on his later policies and politics. A \$300 stipend is offered to participants.

[www.nps.gov/abli/forteachers/teachers-workshop.htm](http://www.nps.gov/abli/forteachers/teachers-workshop.htm)

### Model Schools Conference

Registration is currently under way for the 15th Annual Model Schools Conference, June 30-July 3, in Washington, D.C. The conference showcases the nation's schools that are most successful at providing a rigorous and relevant education for every student.

[www.modelschoolsconference.com](http://www.modelschoolsconference.com)

## Events

### Kentucky Folklife Festival

Registration is under way for the Kentucky Folklife Festival, which will be held Sept. 20-22 in Frankfort. Performances by musicians and dancers, demonstrations by artists and cooks, and hands-on activities link to social studies and arts and humanities content. Admission for school groups is \$2 per person.

[www.history.ky.gov/sub.php?pageid=106&sectionid=15](http://www.history.ky.gov/sub.php?pageid=106&sectionid=15)

## Kentucky Horse Park provides school group information, rates

The Kentucky Horse Park offers special discounted rates for school groups. Tickets include admission to the American Saddlebred Museum, the International Museum of the Horse and equine presentations throughout the day. Some shows/events may require an additional charge. Information and rates are available online.

[www.kyhorsepark.com/khp/group/school.asp](http://www.kyhorsepark.com/khp/group/school.asp)

## History research-paper competition

The Kentucky Association of Teachers of History is sponsoring a competition for the best research paper written by a high school student during the 2006-07 school year. The paper can be on any history-related topic. Entries must be postmarked by June 1.

Contact: Lonnie Lewis, [lonnie.lewis@franklin.kyschools.us](mailto:lonnie.lewis@franklin.kyschools.us)

## History Teacher of the Year

The Kentucky Historical Society is seeking nominations from outstanding elementary(K-6) American, including local and state, history teachers to become Kentucky's finalist for the national Preserve America History Teacher of the Year Award. Nomination postmark deadline is April 13. The winner will receive \$1,000, books for the school library and the chance to compete for the national title.

Contact: Carrie Dowdy, (502) 564-1792, Ext. 4402, Carrie.Dowdy@ky.gov

## Resources

### Master of fine arts in writing

Teachers interested in pursuing a Master of Fine Arts (MFA) in writing have a new opportunity to do so. Spalding University in Louisville is adding a summer semester course to its already established brief-residency MFA in writing program. Ten-day overseas summer residencies with lectures, workshops and readings are planned for Paris this year; London/Bath in 2008; Barcelona in 2009; Buenos Aires in 2010 and Northern Italy in 2011. After residency, students work from home by correspondence for nine months with an experienced, publishing mentor.

[www.spalding.edu/mfa](http://www.spalding.edu/mfa)

## Kentucky history and culture research fellowships available

The Kentucky Historical Society (KHS) will award two research fellowships to K-12 teachers to encourage research on Kentucky history and culture. The \$750 awards will fund research in the special collections and library at KHS from which the educators will develop a three- to five-day unit of study on a Kentucky-related topic. Applications are due April 30.

[www.history.ky.gov/sub.php?pageid=12&sectionid=3](http://www.history.ky.gov/sub.php?pageid=12&sectionid=3)

## Policy/procedure consultant sought

The Kentucky School Boards Association is looking for a policy/procedure consultant. This person is responsible for overseeing the day-to-day maintenance of school district policies, procedures and other services for assigned districts.

To apply, send cover letter, resume, current references (with telephone numbers) and salary history/requirements to Kathy Amburgey, H.R. manager, KSBA, 260 Democrat Dr., Frankfort, KY 40601.

[www.ksba.org/edvacancies.htm](http://www.ksba.org/edvacancies.htm)

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# Commissioner's Comments

# 2006 testing window is April 23 through May 4

**By Kevin Noland**

Interim Commissioner of Education

April may be a short month because the traditional spring break week takes time away from classes. However, the remaining 16 school days will be packed with lots of classroom activities leading up to the administration of the state assessments that

an Individual Education Plan, 504 Plan or Program Services Plan that specifies the need for a reader or assistive technology in their daily instruction.

Students and their teachers have had access to the CATS Online Practice Area since mid-March. Students must use the practice area to become familiar with test-

can find the answer this summer and make a little money in the process. Measured Progress, the primary assessment contractor for CATS, needs about 800 readers/scorers this spring to help with the scoring of student responses included in the KCCT.

The company has opened a scoring center in Louisville in preparation of this year's test administration. (See story on Page 5 about how to become a scorer.)

While I've not participated in the process, many Kentucky educators and staff members here in the Kentucky Department of Education have. They say being involved in the scoring and learning to measure a variety of student work against scoring criteria is one of the best professional development opportunities they experience.

Measured Progress carefully screens applicants – who may or may not be Kentucky educators – for content knowledge, as well as understanding of the scoring process. The company provides extensive training, retraining and monitoring throughout the process to assure each scorer is equipped to accurately score the content area.

If you're interested in learning more about how KCCT items are scored, you'll want to look into this spring and summer job opportunity. Readers will begin work in late April and continue into July. Multiple start and stop dates are possible, and the company is offering day and evening hours.

## Dropout challenges

We all mourn the loss of potential in the students who each year decide to leave high school without a diploma. As adults, we know the facts of life without a high school education: It's hard for these young people to make a living wage that will support a family.

Kentucky students without a diploma will make anywhere from \$7,000 to \$10,000 a year less than their peers who graduate from high school. A report issued

in late February by the Alliance for Excellent Education pointed out that the decision to drop out of high school not only affects the student's future but also has a ripple effect throughout the community. Without job skills and a diploma, these students lower local, state and national tax revenues and increase costs for social programs. The report is online at [www.all4ed.org](http://www.all4ed.org).

Kentucky public schools are doing a better job of keeping young people in school through graduation. The latest figures available show that the average dropout rate in the state has decreased from 4.72 in 2001 to 3.49 in 2005.

The challenge remains. As a state, getting to zero will not be an easy task. However, there are about a dozen school systems that accomplished having no dropouts in 2005. They know keeping students in school through graduation can be done.

On Page 6 of this issue of *Kentucky Teacher*, you have the opportunity to take a look at how one school faculty is curbing its dropout rate and working to make sure every student is on the road to graduation. Corbin (Independent) High School is one of only 25 in the nation to be named a National Model High School.

The designation recognizes the efforts of this faculty and district leaders to provide a rigorous and relevant education for all 700 students at the school. The school staff and community are focused on giving their students a myriad of opportunities to gain skills that will serve them well in postsecondary studies and the workplace.

(To comment on these topics, contact Interim Commissioner Noland at [kevin.noland@education.ky.gov](mailto:kevin.noland@education.ky.gov).)

Grade	Reading	Math	Science	Social Studies	Arts & Humanities	Practical Living / Vocational Studies	Writing
3	X	X					
4	X	X	X			X	Portfolio
5	X	X		X	X		On-demand
6	X	X					
7	X	X	X			X	Portfolio
8	X	X		X	X		On-demand
9							
10	X					X	
11		X	X	X	X		
12							Portfolio

comprise the Commonwealth Accountability Testing System (CATS).

Kentucky public school students, grades 3-8 and 10-11, will take the Kentucky Core Content Test (KCCT) for several days during the spring testing window, April 23 through May 4. Students in grades 4, 7 and 12 must complete their writing portfolios by April 23. (See chart on this page for what content areas are tested in each grade.)

There are several changes this year in the administration of the state assessments. Several components – EXPLORE for grade 8, PLAN for grade 10 and on-demand writing in grade 12 – were administered last fall. The KCCT given this spring will have more multiple-choice questions and fewer open-response questions.

All questions on this spring's tests – including those non-counting items that are being field tested for future KCCT forms – have been developed using the "Kentucky Core Content for Assessment, Version 4.1." Questions also have been selected to measure a variety of depth of knowledge levels, which have been included in the revised core content document.

CATS Online again will be used to administer the state assessment to special population students who have visual disabilities or limited English proficiency. To take the state assessment online, students must have

ing online before they are allowed to take the online assessment.

More than 2,700 special population students in 66 districts are expected to take CATS Online this spring. Next year, a comparability study will include general population students (those without accommodations) using the CATS Online assessment.

This year, teachers will find a "Classroom Teacher Judgment" grid on the outside back cover of each student response booklet. In anticipation of standards-setting activities that will be conducted in July, content teachers are being asked to provide information about each student's classroom performance.

After students complete the testing booklet, teachers should use the general performance level descriptions provided to assign on the booklet grid a judgment of novice, apprentice, proficient or distinguished to the work each student has been doing in the classroom. The information will be compiled and used during the July standards-setting event to determine performance-level cut scores for the KCCT.

## Learn the 'mystery' of scoring

If you've ever wondered how the open-response questions and on-demand writing prompts of the KCCT are scored, you



Photo by Brad Hughes, Kentucky School Boards Association

Interim Education Commissioner Kevin Noland talks with student Jordan Brooks as he completes an assignment in his class at Prichard Elementary (Carter County). Prichard Elementary was one of the schools the Kentucky Board of Education visited during March. (See Page 12 for more photos of the board's visits.)

# Hayes readies elementary students with entrepreneurship and financial education

**By Margaret Schauer**

Kentucky Council on Economic Education

The December 2001 grand opening of Snowflakes Restaurant in Paducah attracted 500 diners, a number that would bring envy to any restaurateur. The Snowflakes' staff served up plate after plate of such items as Shivering Shrimp Cocktail and Santa Claus Chicken to invited dignitaries, family and friends.

When Snowflakes Restaurant forever closed its doors several hours later, both staff and management celebrated their hard-won, if short-lived, enterprise. The reason for jubilation: Snowflakes was a student-based business solely operated by exiting primary students at Farley Elementary (McCracken County).

Tina Hayes, their teacher, and the staff of C.C. Cohen restaurant trained the students for the work. The youngsters handled every detail from advertising the restaurant to preparing the meals.

Hayes, a 13-year teaching veteran, received a Leavey Award for Excellence in Private Enter-

prise Education for engaging her students in the business venture. The success of that student-based business five years ago and previous student-run enterprises encouraged Hayes to continue looking for hands-on, minds-on economic programs through which her elementary students can learn.

Hayes found entrepreneurship to be an effective teaching tool during her 10 years in the primary classroom.

"Those (3rd-grade entrepreneurial) projects were so integrated that I could teach everything through them — science, social studies and other subjects — all day for nine weeks," she says.

For the past three years, Hayes has been teaching multiple 5th-grade social studies classes at Farley. She also is a Teacher Advocate with the Murray State University Center for Economic Education, an economic education resource center of the Kentucky Council on Economic Education.

Her 5th graders participate in

a variety of economics education activities, including a wide range of student-based businesses and Take Stock in Kentucky, an online investment simulation sponsored by Hilliard Lyons, a Kentucky-based investment firm.

"I think that every 5th grade needs to play Take Stock in Kentucky," Hayes says. "Part of what we're supposed to be doing is looking at charts and graphs and learning how to predict change and how we can learn to read change over time ... [the students] look at the history of the stock ... and apply so much that is in core content that it is amazing how it is such a natural fit."

Hayes' students will participate in the Entrepreneurship Fair hosted by the Murray State Center for Economic Education on May 15.

"My students will individually form businesses," Hayes says of the event, "which will be judged here at school. The top businesses will then compete with others at the fair at Murray State."

Hayes' enthusiasm for teaching is contagious. "If you ask my

5th-graders their favorite subject, they'll tell you economics. It's hands-on and real-world ... it takes them into the community and involves the community in the classroom," Hayes says. "It's so natural and hits every subject area, extending into every part of life."

Hayes remains hands-off with her students' activities. She prefers to let them apply what they learn in the classroom to each project. However, she develops both pre- and post-tests, as well as performance assessments, to evaluate what students have gained academically.

Her young entrepreneurs also interact with the local business community in many ways.

"Even in my very first year," she says, "I wanted to bring the community into the classroom. I believe in the importance of the work ethic, and I teach my children that their schoolwork is like (having) a job for which they need to be responsible."

Through the years, Hayes' students have operated a variety of businesses. In her first year of

teaching 5th graders, students operated three separate businesses out of her classroom.

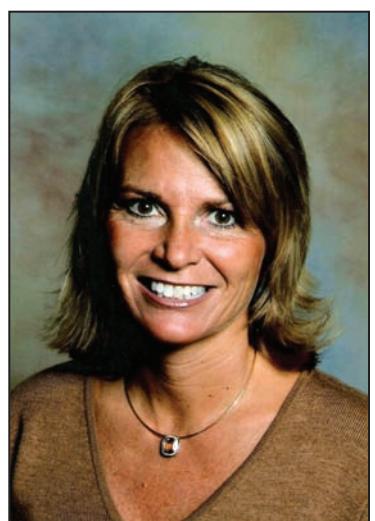
Another group of students published a book titled "Animal Crackers," which is now in its fourth printing. Like previous class businesses, the book publishing enterprise was popular enough to pay back the original school-based enterprise loan while allowing students to share the profits.

"I teach in a Title I school, and I think it's really important that my children see that if you come to work and you do your job, you get paid," Hayes says. "All of the profits, after the bills are paid, go straight back to the kids. It's their money."

Hayes' also has her 5th-grade students participate in "InvestWrite," a national essay contest. Both Take Stock in Kentucky and "InvestWrite" are companion pieces to the Stock Market Game™.

Brad Knight, a Hilliard Lyons broker, visited Hayes'

school to explain investing to her students. The information helped them become more interested in investments: In the fall semesters of 2005 and 2006, two teams of Hayes' students won first place and third place in the state division of the Take Stock in Kentucky competition. The first-place team also won the western ele-



**Hayes**

mentary/middle school regional category.

Samantha Collier and Jennifer Tucker were two of Hayes' students on the first-place fall 2006 Take Stock in Kentucky team. They plan to invest their \$300 prize money in real stocks with the help of Hilliard Lyons.

Additionally, Justin Byram, a student of Hayes', placed first in the state elementary school division of "InvestWrite" in early 2007

with his essay, "Imagine."

Hayes says that the students remain excited about investing, even outside the classroom. "They're reading the newspaper ... they've turned off the Cartoon Network and Nick@Nite. Now they're watching CNN," she says.

Hayes encourages other Kentucky teachers to bring entrepreneurship activities to their classrooms. "You just have to take that plunge," Hayes says. "The key is to let go of it ... when the students take ownership, it's very successful."

Margaret Schauer is communications director for the Kentucky Council on Economic Education. She can be reached at (502) 267-3570 or toll free at (800) 436-3266.



*Justin Byram looks over Jennifer Tucker's shoulder as they check an online stock market report for an assignment in Tina Hayes' class at Farley Elementary (McCracken County).*

Photos provided by Farley Elementary School



# Measured Progress will hire nearly 800 scorers this spring

Measured Progress, the primary assessment contractor for the Commonwealth Accountability Testing System (CATS), will hire up to 800 readers/scorers this spring to assist with the scoring of student responses included in the Kentucky Core Content Test. Scoring will take place at the contractor's Commerce Crossing facility in Louisville.

Measured Progress anticipates that upcoming scoring projects will focus on assessments in reading, writing, mathematics, science, arts and humanities, and social studies content areas. Applicants should have bachelor's degrees, as well as college-level coursework in the subject areas they will be scoring. Teaching experience is preferred but not required.

Readers will begin scoring in April and continue into July with multiple start and stop dates possible. Daytime (8 a.m. to 4 p.m.) and evening (5:30 p.m. to 10:30 p.m.) hours are available. Pay is \$11 an hour. A limited number of leadership positions also will be available.

Scoring is unique temporary work. It requires readers who are trained on the application of

"rubrics" or scoring criteria to accurately evaluate and assign scores, using a computer, to student answers to open-response questions included on the KCCT.

"Scoring work naturally appeals to current and retired teachers, but it may also be appropriate for non-teachers with an interest or background in education or who wish to supplement their income with this challenging type of work," said David Price, Measured Progress scoring center manager.

Measured Progress conducts mandatory training and prequalification on each item scored. Scorers receive ongoing monitoring, retraining, and other statistical and quality control procedures. All training is designed to ensure scoring accuracy.

"We are excited to be expanding our scoring operations into Louisville and are looking forward to drawing from its well-educated and diverse population," said Eric Gootkind, manager of employment. Next year, Measured Progress also plans to expand its logistical operations in Louisville to include login, distribution, shipping and scanning work.

Interviews are currently being scheduled through Kelly Services. Individuals who are interested in scoring for Measured Progress in Louisville this spring can schedule interviews immediately by contacting Heather Braden at Kelly Services, (502) 425-7131 or BRADEHN@kellyservices.com.

Measured Progress is a leading nonprofit provider of K-12, standards-based assessment programs and professional development services. The New Hampshire-based, not-for-profit organization is dedicated to improving instruction and student learning in standards-based classrooms.

For 23 years, Measured Progress has successfully partnered with more than half of the states across the nation in assessment programs affecting millions of students. Measured Progress helps build educator capacity in creating and using a wide range of assessments to accurately measure and improve student achievement. The organization is also the nation's leading provider of alternate assessments for students with complex and severe disabilities.

## i-Assemblies target students and parents

Today's students are cyber-savvy and native-born to the virtual world. Anyone older than 17 is an immigrant – at best – to that world.

So, it's important for adults to provide solid guidance and current information to students to help keep them safe in a virtual environment populated primarily by their peers.

The Kentucky Center for School Safety (KCSS) has designed a fun, easy and free way for schools to inform students about how to stay safe on the Internet.

KCSS, in collaboration with the Kentucky Attorney General's Office, has created a multi-media student assembly program and a parent workshop for Kentucky middle and high schools. The activities use i-SAFE materials and other resources that address Internet safety. KCSS provides the program at no cost to schools.

The assembly uses high-paced and student-centered videos, PowerPoint slides and engaging speakers to deliver the message of Internet safety in a fun, entertaining manner. The 45-minute assembly focuses on cyber-safety (predators and personal safety).

Recently, Green County High School 9th- and 10th-grade students attended one assembly at

their school. Eleventh- and 12th-grade students attended a second assembly.

Afterward, parents attended a brown-bag lunch that featured parent Internet safety information presented by students at the school who have been trained in the i-SAFE program. KCSS and the Attorney General's Office staff can facilitate a parent program if the school doesn't have students who have completed the i-SAFE training.

CoCo Sullivan, a Green County High School senior, said students today are apt to talk to anyone online. "We need to do this (program) because eventually they will listen. Nobody thinks it will happen to them."

Senior Lacey Shelton agrees, "We want everybody to become involved in passing information along."

To request a date for an Internet safety assembly, contact Doris Settles at the Kentucky Center for School Safety at (859) 257-9105 or ddsett@uky.edu. Schools must complete a Memorandum of Agreement prior to holding an assembly or parent workshop.

## Coming together @ the library

**Julie Pence, library media specialist at Mason County Intermediate School, watches as parent volunteer Carla Truesdell checks out books for students in the school's media center. Library media centers in schools throughout Kentucky will be celebrating National Library Week, April 15-21, by encouraging students to "Come Together @ Your Library" to find books, hone their researching skills or study with friends.**

## Kentuckiana Digital Library links classrooms to history

The Kentuckiana Digital Library is preserving Kentucky history and making it usable for classroom teachers to educate students about the state's past and present, as well as engage them as active participants in Kentucky's future.

For several years, the digital library staff has been building a wealth of knowledge by digitizing rare and unique collections housed in Kentucky archives. Teachers and students will find a variety of primary sources among these special collections and digital archives available online:

- a bibliography of Kentucky history
- maps
- e-texts
- images
- oral histories
- photographs from the Lexington Herald-Leader
- newspapers

The Kentuckiana Digital Library staff presently is developing themed collections that will streamline these sources for teachers and present opportunities for historical thinking using primary sources. "We know that Kentucky teachers are a wealth of knowledge and experience, but they are bombarded by time restraints. Our goal is to give teachers some time back as we diligently work to create a site that gives them the resources they need in order to make history come alive in their classrooms," said Pamela Burks, a research assistant who is working on the digital library at the University of Kentucky. "We want to hear your voices, and we want to share your voices and strengths with other educators across the state as we develop and streamline this site by networking with you, the experts."

Teachers are invited to share ideas for themed collections (by subject and grade level), documents/tools for teaching a process of historical thinking and lesson plans on Henry Clay, Daniel Boone, and Lewis and Clark – as well as topics or guiding questions for collections surrounding these men.

"Send us copies of the lessons, including the grade level for which the lessons/units are intended, and the standards ("Program of Studies," "Academic Expectations," "Core Content for Assessment") that are being taught," Burks said. "The process of creating online lesson plans and themed collections for teachers will be ongoing for at least the next three years."

Teachers submitting information to the library should include written permission allowing the Kentuckiana Digital Library to publish their work. Teachers also are encouraged to use the "Contact Us" link on the Web site to provide feedback on themes and lessons they would like to see as part of the digital library collection, Burks added.

### MORE INFO ...

<http://kdl.kyvl.org>  
Pamela Burks, pamela.burks@uky.edu



The library media center at Corbin High School stays open each school day until 5:30 p.m. to give students a place to study and the opportunity to use computers and do research. Principal Joyce Phillips says nearly 100 students use the center every day after school.

Redhound Productions, a student-run radio station and television studio, is a school-based enterprise that operates out of the media center. The stations air local ballgames, school and community events, public service announcements, newscasts and more.

Another school-based business gets students involved in graphic design services. They create and print items such as posters and programs for community events and tickets and parking passes for ballgames.

The school's media center is open daily until 5:30 p.m. Principal Phillips said it's not unusual to find nearly 100 students seeking academic help each day after school. She said the environment, featuring a fountain, fish tank and café, is inviting to students.

Administrators at Corbin High encourage teacher leaders. "The people here in the school and community are so important," Phillips said. Teachers are committed to and involved in extra programs outside the classroom.

"We all have something we can offer students," said Nicole Brock, an AP calculus teacher and the school's mathematics coach.

Most teachers at Corbin go the extra mile for their students, Phillips said. This kind of adult attention and commitment to students is an important part of the Rigor, Relevance and Relationships Framework – the model encouraged by Kentucky education leaders.

Students at Corbin also have access to services at the Whitley Day Treatment Center, an alternative school that offers the in-school GED program, and classes at the Corbin Area Technology Center, located on the high school campus.

Because Corbin offers Career Majors to its students, Phillips said about 40 percent of each senior class will take at least one class at the technology center. Teachers from the high school and the technology center often collaborate on projects.

"It's important because it teaches employment skills," she said. "It shows the practical application of what they learn in a regular classroom and puts them on a (career) path."

According to Patty Cummins, principal of the Area Technology Center, "The technology center is also a good option for at-risk kids. Some students just learn better in a hands-on environment."

Providing the most stimulating environment possible for each student seems to be the key to success at Corbin High School.

"The bottom line is that kids want to be here," Phillips said. "From there, it is our responsibility to help them discover where they are headed in life."

## Corbin hooks students to stay in school

**By Cathy Lindsey**

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Is it the student-run radio station, the Freshmen Center, the high-tech media center or the close access to the Corbin Area Technology Center that keeps students engaged and attending school at Corbin (Independent) High School?

"It's not just one thing," has become the mantra when anyone from the high school is asked that question.

"Getting the kids hooked on something – anything – is key to keeping them from dropping out," said Principal Joyce Phillips. "We pinpoint the students that aren't involved in any student programs, and we help them find their niche."

This strategy earned Corbin the distinction of being the first Kentucky school to be named a National Model School. It is one of only 25 schools selected for the designation in the United States in 2006.

The initiative recognizes schools that are successful at providing all students with a rigorous and relevant education. A collaboration of the Council of Chief State School Officers, the International Center for Leadership in Education and the Bill and Melinda Gates Foundation presents the national award.

A report released by the Gates Foundation last year identified uninteresting classes as the top reason dropouts gave for leaving school. Data from the High School Survey of Student Engagement released this February shows that 75 percent of the 81,000 students surveyed in 26 states say they are bored in class because "the material wasn't interesting." Also, the study, sponsored by Indiana University, found that nearly 40 percent of the students felt bored because the material wasn't "relevant to me."

Administrators at Corbin High School take information like this to heart, said Principal Phillips. "At Corbin, we provide multiple opportunities to hook each student's interest, things that will make all of them want to come to school, want to learn and want to do their best," she said.

Corbin High seems to have something for everyone, whether it is through vocational studies, academics, work-based learning, student-based enterprises or extracurricu-

lar activities. Students of varying interests, skills and learning levels should find a place to fit in and grow, Phillips said.

Corbin Independent is considered a district at risk, with 51 percent of its students qualifying for the free- or reduced-price meals program. According to Phillips, a graduating class often will have some students who are the first in their families to receive high school diplomas.

Yet, even with these barriers, Corbin High School managed to achieve a 96.2 percent graduation rate for the 2004-05 school year. That's 13 percent higher than the state's graduation rate.

Once Corbin "hooks" students to keep coming to school, the job is not over, Phillips said. "We know that the opportunities we provide must help prepare each student for a successful transition to postsecondary education, the work force and life," she said. In the 2004-05 school year, Corbin reported that 100 percent of the students experienced a successful transition to adult life.

Corbin High School has been focused on improving the high school experience for students for some time. It is a member of Kentucky's Successful Practices Network and has been part of the national High Schools That Work (HSTW) model since 2001.

The PBS special, "Making Schools Work," featured the high school's implementation of the HSTW key practices. The program highlighted the school's focus on freshmen, high expectations for all students, one-on-one attention and extra help for students.

At Corbin High, freshmen attend classes in a separate wing of the school. The Freshmen Center helps ease students into the different environment a high school provides beyond middle school. It is a stepping-stone meant to help students make the transition.

According to Phillips, the model school increases student readiness for college and

better prepares them for employment. All students graduate with the pre-college curriculum. For example, students are required to take a mathematics class every year beginning with Algebra I. Though this is a new state high school graduation requirement, it has been the norm in the Corbin Independent District for several years.

"We know how important math skills will be in the work force," Phillips said,



The student-run radio station at Corbin High School keeps students and the community updated on school and community events, including local news and school sports.

"and it's important to build a good foundation."

Technology plays a major role in teaching and learning at Corbin. All students are required to take a computer applications class that teaches them to use many business software applications. Students also learn how to create and design Web pages.

Teachers use technology in other content classrooms. The school has a wireless network. Teachers use laptop carts in classrooms for student presentations. Students also can work on credit recovery assignments in computer labs.

The high school's media center is a hub of technology resources. A special classroom allows space for students to take courses via Kentucky Educational Television and Kentucky Virtual High School.

### MORE INFO ...

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# Franklin County fosters new teachers to success

By Cathy Lindsey

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You're a new teacher. You've got trainings to attend, lessons to plan, classes to teach, papers to grade, students to discipline, parents to meet and school policies to learn and follow. It sounds nearly impossible to accomplish all of this in addition to the requirements of the Kentucky Teacher Internship Program (KTIP). How do other teachers do it?

\$63 million, according to the Alliance.

So, some districts are now looking to provide extra support for their new teachers. Linda Nickel, a district assistant superintendent who is now retired, created the teacher mentor program in Franklin County in 2004. She still coordinates the program.

"Since teacher turnover is greatest in the first five years of teaching, I was trying to find a way to curb this trend," Nickel said.

Mentors also model strategies and suggest resources that teachers can use to more effectively deliver the curriculum, she said.

The program also is helping to refine and enhance the teaching skills of all certified staff and to assist emergency-certified special education teachers in the legal requirements necessary to provide appropriate services, according to Jackson.

Each summer, all new teachers to the district attend a special training. During the event, they get familiar with district policies and learn about the facets of the Thoughtful Education program used in the district.

"For the last three years, our district has embraced Thoughtful Education as a common professional development program for all schools and teachers," Jackson said. "This program encourages learning clubs, which meet regularly either during planning periods or before or after school. Participants share effective instructional strategies, analyze student work and assessment."

Jackson is the district's only full-time teacher mentor. The district also has approximately 10 retired regular and special education teachers who contract their time to assist new teachers to the district.

Jackson visits each new teacher to the district during the first two weeks of school to determine specific needs. Nickel recruits mentors and matches them with new teachers based on those already determined needs.

Nickel and sometimes the chosen mentor then meet with the teacher to develop a

plan of assistance.

"This has worked very effectively," Jackson said. "We emphasize accountability for the students and the teachers in their work."

First-year teachers are not the only ones to benefit from Franklin County's teacher mentor program. Teachers new to the district also receive the program's services. In addition, the program accepts participants based on principal referral or self-referral.

For example, a veteran teacher might start teaching a different grade level.

The services offered through the Teacher Assistance Program could help the teacher understand the expectations and testing requirements of that new level.

Besides the one-on-one attention to new and veteran teachers, Jackson also meets with teams of teachers as part of the Teacher Assistance Program. When on-demand writing was moved from 4th grade to 5th grade, she met with some of the district's 5th-grade teachers to model on-demand lessons. The district's practice

of common planning time based on subject and grade level help facilitate Jackson's mentoring work with individuals and groups of teachers.

The Teacher Assistance Program provides instructional strategies, modeling of classroom management techniques, modeling of

effective teaching, content knowledge, aligned assessments and professional development opportunities.

Jackson said participating teachers have been positive about the program and how it has helped them.

"I would recommend this type of mentoring program because it offers assistance without evaluation," Jackson said. "It is very non-threatening, so teachers really want and benefit from this help. It's a win/win program."

First-year teacher Pope said she would be lost without the support she receives through the program. She said mentors have helped her incorporate Thoughtful Education strategies into unit lessons, to develop and refine classroom management strategies and to utilize technology resources as well as personal district resources that help with specific problems.

"If I had no support, I probably wouldn't stay," Pope said. "I'll take all the help I can get. I'm very grateful."



Retired teacher Glenda Brown listens as Tim Levingston, Bondurant Middle School choral instructor, outlines his plans for classroom management. Although Brown taught physical education, she knows that as an exploratory teacher Levingston faces many of the same challenges she did.

New teachers in the Franklin County School District are finding out. Through the district's Teacher Assistance Program, first-year teachers and teachers new to the district are learning the ropes from those who've been there.

"Teaching is a demanding, stressful job," said first-year teacher Sara Pope, who teaches 5th-grade social studies at Hearn Elementary. "The amount of support you receive will determine your level of success."

Recent studies support that statement. Researchers estimate as many as 50 percent of teachers nationwide will leave the profession within their first five years on the job due to stress and frustration.

In 1985, Kentucky's lawmakers mandated and funded the Kentucky Beginning Teacher Internship Program. Its purpose is both assessment and assistance. Kentucky is one of 16 states that requires and finances mentoring for every novice teacher.

Still, the Alliance for Excellent Education, a Washington, D.C.-based policy and research organization, reports that when school started last fall, nearly 6,000 Kentucky teachers did not return to the schools in which they taught the previous year. Replacing them could cost the state almost

"After the first year, the response was so positive that teachers and principals asked for assistance for teachers who were not in their beginning years."

Unlike KTIP, Franklin County's teacher mentor program does not incorporate any type of teacher evaluation or portfolio requirement and is for any teacher who needs assistance. It is for teacher support services only.

"We are here to assist teachers, not to cause more stress," said Cathy Jackson, Franklin County's district teacher mentor. "We help by providing knowledge from experience and extra resources to help new teachers be successful in the classroom."

According to Jackson, this is accomplished in several ways. The program aims to assist teachers and principals in implementing an aligned curriculum with matching assessments.



Hearn Elementary 5th-grade teacher Sara Pope, left, listens as Cathy Jackson, the district's teacher mentor, goes over some strategies for helping students with their writing.

# Extended School Services: Effective programs make a difference

**By Rebecca Blessing**

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"I've never had anybody teach me to read like this!" proclaimed John (not his real name), a student at Park City Elementary (Barren County).

For this 5th grader, the light bulb just switched on. Finally, he felt like he could read!

John had struggled with reading for a long time. When his teacher recognized that he was behind the rest of the class, she targeted him for Extended School Services (ESS). Here, John could get the help he needed – help his teacher just wasn't able to give him in a classroom with 20-plus other kids.

John began working with his ESS teacher in a small, focused-reading group. His confidence grew and so did his reading skills. When teachers tested him at the end of the first semester, he had gained an entire grade level in reading skills. At that rate, he would catch up with the rest of his class by the end of the school year. For John, ESS made the difference.

Stories like John's are not unique to one school or district – to one content area or grade level. You can hear them repeated often in conjunction with the success of the Extended School Services program.

## ESS goals

ESS is one of many options a district or school can choose from its specific Pyramid of Interventions. Kentucky education law requires schools to "provide additional direct instruction beyond the minimum school term for students in need of extended services."

Every Kentucky school district gets state ESS funds to operate a program for students who are having short-term or long-term academic difficulties. Resources can be combined to provide more supports for students. (See Cub Club story on this page.)

"ESS should provide additional time in a targeted content area with specific individual learning goals," said Monica Simpson, who oversees ESS programs for the Kentucky Department of Education.

According to Simpson, the major goals of ESS should be:

- to enhance the present level of performance of students who are having difficulty in one or more content areas
- to provide additional instruction to students who have been retained a grade level or are at risk of being retained, who are in danger of failing to graduate on time or are at risk of dropping out
- to close the achievement gap of low-performing students

"ESS should not replace or be a substitute for regular classroom instruction or be used for disciplinary purposes," Simpson emphasized.

## Flexibility in programming

Schools have a lot of flexibility when it comes to offering ESS. The programs can take on a variety of instructional formats. Programs can focus on a wide array of curriculum content.

ESS programs can be offered before or after school, in the evening, on Saturdays, during the summer and/or during intersessions. It's left up to each school to determine what will work best for its student population.

Districts also can offer ESS services

during the school day. However, the school must request a waiver from the Kentucky Department of Education to do so. One proviso is that a student cannot miss regular instruction to attend in-school ESS, Simpson pointed out.

## Meeting student needs

"The key to a successful ESS program is meeting student needs," said Simpson. "That begins with targeting those students who really need the additional help and then finding a way to address their skill needs." Classroom teachers refer most students to the ESS program. It's up to each school or district to determine the criteria it will use for referrals.

According to Simpson, once a student is targeted for ESS it's important there is close collaboration between the classroom teacher and the ESS teacher. They need to work together to determine student needs and success of the ESS instruction.

ESS teachers should try to differentiate instruction. "If a student doesn't get it in the regular classroom, they probably won't get it in ESS either if it's just more of the same (type of instruction)," said Simpson. She advises conducting a learning style inventory for each student in order to tailor ESS instruction to the way that student learns best.

## Getting the right people

"Your ESS program will only be as successful as the quality of your ESS teachers," said Marcenia Brown, ESS coordinator for Casey County. In addition, she says, adequate staffing is necessary to keep student/teacher ratios low. "Remember quality versus quantity," she adds.

Most ESS coordinators agree that getting the right people is vital to a successful ESS program.

"We have truly been blessed by the level of caring our ESS staff has for the children," said Benny Lile, who coordinates ESS in Barren County. "They literally look at them as their own." In addition, each building principal has worked to create the essential conditions for a successful program, he said.

## Effective programs

"The most effective Extended School Services programs focus on students, not just their test scores," said Simpson. She says it is imperative for schools to look at their programs on a regular basis to make sure each one is doing what ESS is intended to do.

One way schools can assess the effectiveness of their ESS programs is through the ESS Program Effectiveness Review for Kentucky Schools (PERKS). The "Nine Essential Elements of ESS Programs" connect to the "Standards and Indicators for School Improvement" and align to statutory and regulatory requirements for ESS programs.

"ESS should be a positive experience," said Brown, "with students and teachers reflecting academic progress and students' success."

## MORE INFO ...

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ESS PERKS is available online on the Kentucky Department of Education Web site: <http://education.ky.gov/JumpTo/?jump=ESSatKTLC06>



Photo submitted by Casey County Public Schools

Students at Liberty Elementary (Casey County) work independently on mathematics concepts using geoboards while a teacher leads small group instruction at another table during "Think Tank." An average of 45 1st and 2nd graders attend the before-school ESS program every day.

## "Think Tank" - before-school ESS

In Casey County many 1st- and 2nd-grade students are anxious to get to school in the morning to participate in "Think Tank." This before-school ESS program is offered at several elementary schools in the district.

After having breakfast, students go to the school library where they can choose from a variety of content centers. According to Casey County ESS Director Marcenia Brown, most of the hands-on and interactive center activities focus on reading or mathematics. "Enough instructional materials and centers are available and rotated each day to keep students interested and focused," said Brown.

Brown says a teacher or aide works with individual students (who have been referred to the program) for 30-40 minutes on the areas where they need help. Meanwhile, other students work through the centers to enrich their understanding of the core content.

"All students are busy learning and interacting as compared to sitting in a noisy lunchroom or gym waiting for the bell to ring," said Brown. "Students are already thinking and learning before school actually begins, which gives them a positive beginning for a successful school day."

## In-school ESS

Barren County offers in-school ESS district-wide. Students participate during school hours but outside of core content instructional time. According to Benny Lile, who oversees ESS for the district, Barren County started offering ESS during school hours after it was determined that a number of students who could benefit from the services were not staying for ESS after school.

Each ESS staff person is assigned to provide direct service to 20-25 students. They meet with students one-on-one or in small groups to work on specific content needs as determined by various assessments. "Instruction is totally individualized," said Lile. "We continually monitor student progress."

Curriculum resource teachers work closely with the ESS programs and often suggest effective learning materials. Lile says the classroom teacher and ESS personnel work together to determine exit performance.

Lile says the district still offers ESS after school two days a week with transportation. However, by offering ESS during the school day, teachers have been able to reach more students at a much deeper level.

## "Cub Club" - after-school ESS

At Tompkinsville Elementary (Monroe County), the ESS program has formed a partnership with the 21st Century Community Learning Center after-school program known as "Cub Club." ESS students attend free of charge while other students pay \$5 a day.

"Cub Club" is open to all students for two hours after school, four days a week. After receiving a snack, students focus on academics (tutoring, remediation and homework help) for the first hour. The second hour includes enrichment activities such as art, computer and physical education.

Although the emphasis is on reading and mathematics skills, additional instruction is offered in other core content areas as determined by student need, said Ronda Jordan, "Cub Club" coordinator.

"By using small group instruction, as well as one-on-one tutoring, students are able to receive additional instruction," said Jordan. "To individualize instruction, we use hands-on mathematics manipulatives, technology and learning games."

ESS staff communicates regularly with classroom teachers to pinpoint areas of concern and/or items that need to be addressed for individual students. "In order to make the biggest impact on student achievement," said Jordan, "it is imperative that we all work together and keep the success of each child in the forefront of our minds."

# CHALK

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trict and Mayfield Independent Schools are participating in the project.

Students are researching and documenting the former schools and their locations. They're collecting oral histories throughout the community, and they're gathering pictures and artifacts from people who either taught at or attended some of the schools.

The Chalk Dust Project was born when Kevin Curtsinger, a Graves County School Board member, suggested documenting the history of the district since its consolidation from seven high schools to one. Superinten-

dent Brady Link called on Smith to head up the project.

Smith and project co-director Kim Wheeler, Mayfield-Graves County community education director, quickly decided to expand the project to become a history of all schools in the county. They felt it was important to record that history while people with knowledge of those schools were still alive.

"Our goal is to publish a book, which would be available to the community, of pictures and student-written stories about the schools," said Wheeler.

experiences.

"The really fun part was interviewing my great-grandmother because it made her happy to relive her school days and to know someone wanted to hear her stories," said Zach Crawford, an 8th-grade student at Graves County Middle School. "I never even heard of Antioch School before I talked with her."

These types of experiences are invaluable, according to Smith. "Our students are seeing that history doesn't have to be something long ago and far away," she said.

So far, students have discovered more than 160 schools that have operated in the county since the late 1800s. Today, 13 public schools hold classes in two school districts within the county.

"I've learned how our local history parallels the history of the United States," said Gossum, the 11th grader. "I had never realized how the history of segregation and integration in our county shaped the creation – and ultimately the demise – of many of the small, local community schools."

The project has been a local history lesson on many levels. "The most interesting part of the project has been finding out all the differences between schools today and schools in the early 1900s," said Crawford, the 8th grader. "I had never thought about the lack of technology and learning materials that early schools dealt with. They didn't even have heat except for a stove in the corner. If you sat next to the stove, you roasted. If you were sitting away from the stove, you froze. I just had never thought about the things we take for granted."

Most of the former school buildings no longer exist. However, Smith and Wheeler realized their dream of finding an old, one-room school still intact with the discovery of the Hickory Colored School located north of Mayfield.

Now overgrown with weeds, the school, built in 1925, was one of four Rosenwald schools in the county. Julius Rosenwald, then president of Sears, Roebuck and Co., started a foundation to build schools for black students in the rural South between 1917 and 1932.

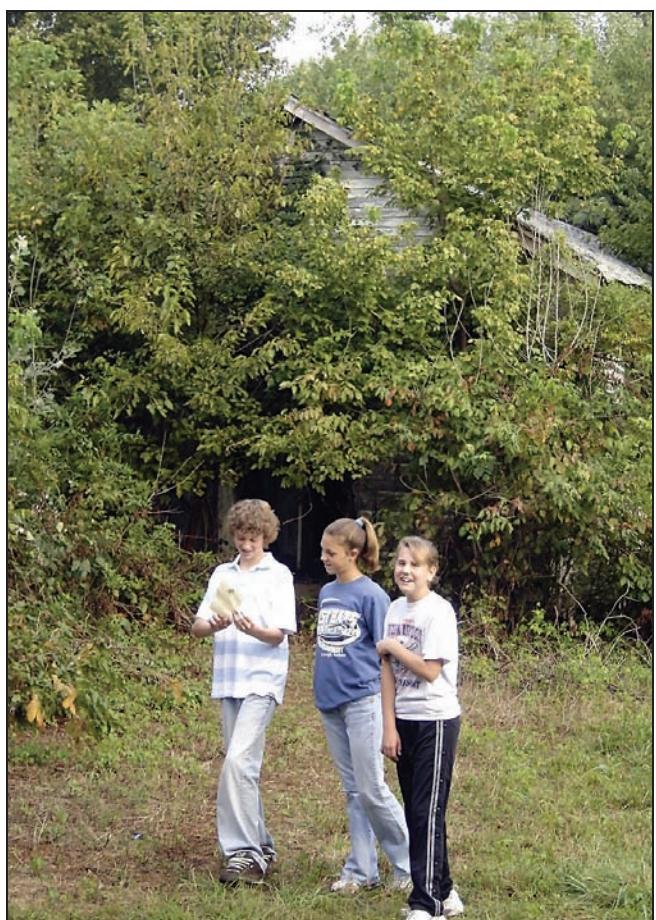
Students had a chance to visit the Hickory School as part of their research.

"I was surprised the school was still standing because it was so old," said Rachel Smith, an 8th-grade student at Graves County Middle School. "It was hard to



A 1910 picture of students and faculty outside the Blackamore School in Graves County is among the memorabilia students have collected from community members during their research for the Chalk Dust Project.

Photos submitted by Graves County Public Schools



Students Christian Watson, Kelsey Beach and Miranda Oldham stand in front of the Hickory Colored School north of Mayfield. Plans call for the one-room school to be relocated to the Graves County Schools' central campus and to be restored as a learning center.

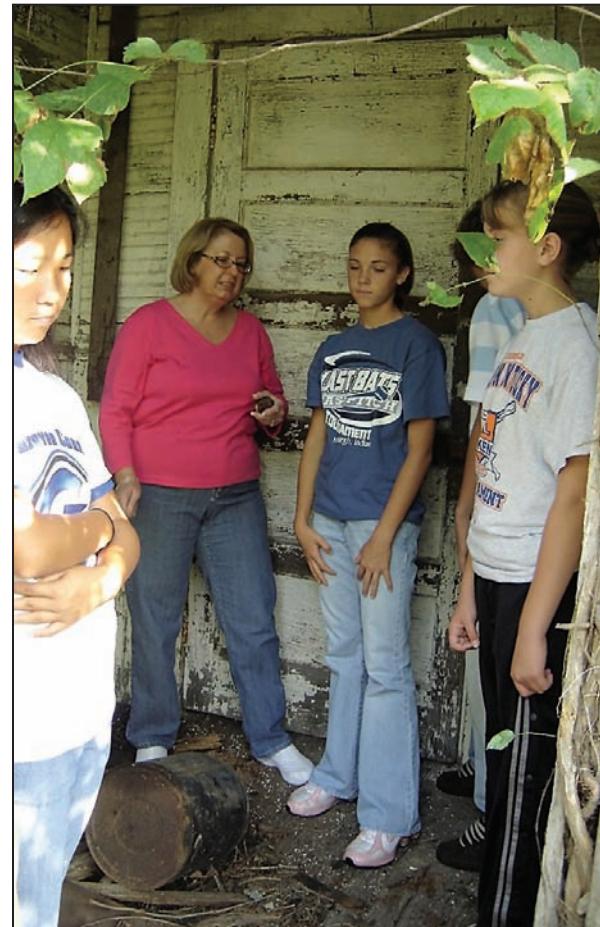
Smith says schools are using the Chalk Dust Project as a service-learning project. Students are performing a service for the community while learning valuable lessons.

One of the lessons students have learned is about research.

"While most of our students learn documents are primary sources, they never think about Great-Grandma being a primary source or that handwritten school records in the public library are either," said Smith.

"I've found out that you can't find everything on the Internet or in an encyclopedia," said Morgan Gossum, an 11th-grade student at Graves County High School. "I have actually done research with primary sources, sources I didn't even know existed or how to use."

According to Smith, classroom learning has been enhanced as a result of the students' research



Standing at the entrance of the Hickory Colored School, students discuss its history with Chalk Dust Project co-director Kim Wheeler, center. The Rosenwald school was built in 1925.

imagine students actually attending this one-room school. It's so different from what we are used to today."

The family that owned the building donated it to the Graves County school district. Hickory School will be moved to the Graves County Schools central campus. Students in vocational/technical courses will help restore the building beginning in the fall of 2007. The school will become a

learning center and museum for artifacts collected through the Chalk Dust Project.

Already several local businesses have donated money or services toward the project. They've also secured several private donations and a grant from the National Trust for Historic Preservation.

"It's been like a treasure hunt, and I do mean treasure," said Smith, co-director of the project. "I hope the students take away a pride in their heritage and their community. I also want them to be a part of something they can be proud of whenever they look back on the results of the project."



Morgan Gossum, left, an 11th-grade student at Graves County High School, shares her research on Feliciana School with fellow student Stephanie Green. Students have documented more than 160 schools in Graves County dating back to the 1880s.

## MORE INFO ...

[www.graves.k12.ky.us/news2.htm](http://www.graves.k12.ky.us/news2.htm)  
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visited schools that appeared to meet the criteria to observe classrooms and interview administrators, teachers, students and parents. The teams also looked at achievement data, suspension rates, quality of lessons and student work.

The four Kentucky schools vary in size. One school has a middle-grades student population of a little more than 100. The largest school has almost 1,300 students. The four schools are located in different areas of the state and serve unique student populations.

Launched in 1999, the Schools to Watch

program identifies middle-grades schools across the country that were meeting or exceeding 37 criteria developed by the National Forum. The Forum Web site ([www.schoolstowatch.org](http://www.schoolstowatch.org)) features online tours of schools, as well as detailed information about the selection criteria used in the recognition program.

In 2002, the National Forum began working with states to replicate the Schools to Watch program as a way to introduce the forum's criteria for high-performance and to identify middle-grades schools that meet or exceed that criteria. Different edu-

cation organizations have taken the lead in each state, but all have received training and support from the forum to implement their Schools to Watch programs. In Kentucky, the lead organization is the Kentucky Center for Middle School Academic Achievement (CMSAA), which is housed at Eastern Kentucky University.

"We are pleased that our Schools to Watch program has shown that schools can meet high academic expectations while preserving a commitment to healthy development and equity for all students," said Deborah Kasak, National Forum executive director.

"These Schools to Watch are indeed special; they make education so exciting that students and teachers don't want to miss a day. These schools have proven that it is possible to overcome barriers to achieving excellence, and any middle-level school in any state can truly learn from their examples."

### MORE INFO ...

[www.schoolstowatch.org](http://www.schoolstowatch.org)  
[www.middleschoolhouse.eku.edu](http://www.middleschoolhouse.eku.edu)  
 Contact: Fran Salyers, Center for Middle School Academic Achievement, (859) 622-1513, [fran.salyers@eku.edu](mailto:fran.salyers@eku.edu)

### Conducting a sweet experiment



Mikala Wallace, right, and Benjamin Smart work alongside other 4th graders at Southside Elementary (Woodford County), on a food experiment in the Kentucky Department of Agriculture's Mobile Science Activity Center. By following instructions on the clipboard at the left and correctly measuring ingredients, the students produced chocolate chip cookies in a bag. The center travels to schools throughout the state offering lessons related to agriculture and the environment that are aligned with core content for elementary students. For more information, visit the center's Web site at [www.kyagr.com/marketing/ageducation/mobileactivitycenter.htm](http://www.kyagr.com/marketing/ageducation/mobileactivitycenter.htm).



Students in Carey Charlton's 5th-grade class at Southside Elementary (Woodford County) stand along the walls of the Mobile Science Activity Center shaking buckets of raw ingredients to complete an experiment that makes ice cream in a plastic bag. Activity Center Coordinator John Dyehouse, in red shirt, times the experiment.

## Teachers comments wanted on draft technology standards

The International Society for Technology in Education (ISTE) has completed a revised draft of its National Educational Technology Standards for students. These standards outline what students should know about technology and what they should be able to do with it before they graduate from high school.

The group first issued its technology standards for students in 1998. This framework has since found its way into the standards of at least 45 U.S. states. Kentucky has aligned its technology standards for students, educators and administrators with the ISTE national technology standards.

Now, nearly 10 years later, ISTE is refreshing the standards to keep pace with the changing demands of advancing technology and a new global economy.

ISTE is asking educators for feedback on the new draft. Teachers can go to [www.iste.org/nets-survey](http://www.iste.org/nets-survey) to comment on the six standards as part of a survey.

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it from his or her teacher prior to the beginning of the school year. This project has helped parents feel more comfortable about visiting the school and students feel more secure about approaching teachers. (Mason County Intermediate was featured in the March 2007 issue of *Kentucky Teacher*.)

Pineville High School serves 264 students in 7th through 12th grades. The district's percentage of students ages 5 to 17 who live at or below the poverty line is the highest in the state. In addition to the core subjects of English, mathematics, science, social studies and physical education, students are required to successfully complete a practical living, humanities and career planning component prior to graduation.

Title I is the largest federal aid program for P-12 education and has served more than 150 million children across the nation since 1965. The program emphasizes improving instruction in high-poverty schools.

In Kentucky, nearly 900 schools operate Title I programs that serve approximately 300,000 students.

## KET EncycloMedia receives funding for another 18 months

Kentucky public schools will continue to receive KET EncycloMedia free of charge for the next 18 months, Kevin Noland, interim Kentucky commissioner of education, announced recently. Continued free access to the online multimedia service is being made possible by a partnership between KET and the Kentucky Department of Education.

KET EncycloMedia gives public school teachers and students access to more than 4,500 videos, 45,000 video clips and thousands of digital images. Teachers can search the information by keyword, content area, grade level and Kentucky academic standards. Since its inception in late 2005, Kentucky educators have downloaded more than 1.3 million clips.

"Since being introduced to KET EncycloMedia, my students have benefited greatly," said Pamela Greenbeck, a pre-medical magnet teacher at Central High School (Jefferson County). "The medical field has such volumes of information, it is difficult to help students memorize and integrate the information into higher-order thinking. KET EncycloMedia helps the students do this by giving them access to scenarios and visual reinforcement of content. KET EncycloMedia has become such a part of my 'tool box' for effective teaching, my student's educational experience would suffer if we lost access."

More than 40,000 Kentucky teachers are using KET EncycloMedia. "We are very pleased to announce the continued availability of this incredible educational tool in classrooms across the state," said Malcolm Wall, KET executive director.

The Kentucky Department of Education funds the bulk of the cost of EncycloMedia, and KET pays for the balance.

### MORE INFO ...

[www.ket.org](http://www.ket.org)

# Leadership Letter

Compiled by Rebecca Blessing  
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## School tools, resources on Earth Day Web site

Is your school environmentally friendly? Do students and teachers recycle? As a school leader, are you doing all you can to reduce energy consumption and costs in the building? Did you know you might be able to improve indoor air quality at little or no cost?

Earth Week, April 16-20, provides opportunities for schools to raise awareness of the environment and our impact on it – as individuals, schools and communities. The Kentucky Environmental and Public Protection Cabinet is offering a variety of resources for teachers and school administrators at an Earth Day Web site, [www.earthday.ky.gov](http://www.earthday.ky.gov).

Teachers can find standards-based units of study focusing on a variety of environment-related topics. Teachers also will find age-appropriate activities and games for celebrating Earth Day Kentucky (April 22) with students, ideas for school and community-based service learning projects as well as environmental education links.

- accessing and using data to improve student learning
- developing and implementing a systematic framework for continuous improvement and quality assurance at the district and school level
- providing parents and the community access to information about student achievement and the work of the schools and district through diverse modes of communication
- allocating resources that support the teaching and learning process and that target identified needs for student success
- valuing and making a commitment to diversity (people and programs)
- gaining the dedication and support from the community to help meet the needs of students

According to Superintendent Stephen Daeschner, "Receiving (district) accreditation is like receiving the 'Good Housekeeping Seal of Approval' for our schools. Our staff, students, parents and community should be proud of this important accomplishment."



Photo by Tim Thornberry, Education Cabinet

## Wrapping their minds around art

Noe Middle School Principal Kathy Sayre, center, and student Kara Atwell, listen as art teacher Cyndi Young, left, talks about the project 7th-grade students are working on that challenges them to think in reverse. Students at the table are using their critical-thinking skills to carve away details on a plaster form to create a sculpture in the round. The Kentucky Association of Secondary School Principals recently named Sayre, who has been principal at Noe Middle since 1999, the 2007 Middle School Principal of the Year for Kentucky.



In addition, there are important tools and resources for school administrators including an Indoor Air Quality Tools for Schools Kit, Energy Star for K-12 school districts and a School Recycling Guide.

All resources are available at the Kentucky Earth Day Web site, [www.earthday.ky.gov](http://www.earthday.ky.gov). Click on "Earth Day for Kids."

## Jefferson County named 'Quality School District'

The Jefferson County Public School District is the first in Kentucky to be accredited as a "quality school district" by the Southern Association of Colleges and Schools (SACS).

A team of 30 education experts from across the country visited 30 schools in the district and interviewed more than 800 staff, students, parents and community members before recommending the accreditation.

The committee recognized the district in these areas:

## Bridging the gap with principal sharing

In an effort to improve the academic bridge between middle school and high school, the Covington Independent School District is piloting a unique "principal sharing" program between two of its secondary schools – the high school (grades 9-12) and its feeder middle school (grades 6 and 7).

Two Rivers Middle School Principal Dennis Maines will work one or two days a week at Holmes Junior-Senior High. Holmes' 8th-grade principal Ken Dearborn will do the same at Two Rivers.

The idea is to foster a better understanding of how both schools operate and to help students identify with school administrators.

The district will review the principal-sharing plan after a trial period to see if it is effective. The plan is one of several changes the district is making in the wake of a state-mandated Scholastic Audit that was critical of school improvement efforts at both schools.

## Veteran Barren educator named dean of students

The Barren County School District has named a dean of students. He is Jeff Richey, a 17-year veteran educator and current principal at the district's Temple Hill Elementary.

The Barren County Board of Education recently created the dean of students position to serve students in grades 7-12 who attend Barren County Middle School, the Trojan Academy, which is currently under construction, and Barren County High

School. Richey will work directly with at-risk students in all three schools beginning July 1.

## Days missed due to snow can impact test scores

It's something educators have long suspected but feel powerless to change: snow days can have a significant impact on student test scores.

According to David Marcotte, an economist who studies education, there is a substantial difference between years when the winters are white and when they are warm. He says that time lost in the heart of the school year can never really be reclaimed and that schools pay the price in lower scores on standardized tests.

Marcotte says a few make-up days tacked onto the end of the school year don't make

much of a difference in student learning.

In Kentucky, districts have flexibility in amending school calendars due to snow days. This year, several districts have cancelled previously scheduled school holidays prior to state testing or have extended the school day in hopes of minimizing the impact of numerous days canceled due to snowfall.

For some districts, it has been impossible to make-up all the time lost to inclement weather before testing begins April 23. The result is students in those districts will attend classes later in the calendar year than originally scheduled in order to meet the state minimum instructional term of 175 six-hour days, or the equivalent, for the 2006-07 school year.

Districts must submit amended calendars to the Kentucky Department of Education by June 30.

## Talk to Us!



Kentucky Teacher wants to know what you think, what you need from the Department of Education, what you want to see in future issues.

E-mail: [kyteacher@education.ky.gov](mailto:kyteacher@education.ky.gov)

Phone: (502) 564-2000

Fax: (502) 564-3049

Write: Kentucky Teacher  
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500 Mero St.  
Frankfort, KY 40601



# Going back to school!

**M**embers of the Kentucky Board of Education decided to take a departure from their regular business meetings in Frankfort to visit schools in Carter, Greenup and Rowan counties on March 7.

The evening prior to the school visits, the board held a reception at Carter Caves State Resort Park for area superintendents, local board members, officials from area postsecondary education institutions and staff of the Kentucky Educational Development Corp.

On March 7, the board divided into three groups to visit schools in the three school districts. One group visited Carter Elementary and Prichard Elementary in Carter County School District. The second group of board members spent time at Wurtland Elementary in Greenup County School District. The third group visited Rowan County High School, McBrayer Elementary and Rowan County Preschool Center in Rowan County School District.

The board used the school visits as an opportunity to meet and talk with administrators, teachers and parents about education issues. These photos from the bottom left moving clockwise, chronicle the visits.

*Kentucky Board of Education Chairman Keith Travis, bottom left corner, watches as Wurtland Elementary (Greenup County) early primary student Daisean Hagan writes the day's date as part of a class assignment.*

*Beth Ward, a senior at Rowan County Senior High School, serves as tour guide for state board members Judy Gibbons, left, and Kay Baird, right, during their visit to the school.*

*Board member David Rhodes helps students at Rowan County Senior High School conduct an experiment for their calculus class.*

*Sydney Brewer listens carefully as state board member Janna Vice tells students in an early primary class at Wurtland Elementary (Greenup County) about eight new puppies at her home.*

*Interim Commissioner of Education Kevin Noland, right, and Kentucky Board of Education Vice Chair Bonnie Lash Freeman join students in Panda Sexton's class for a lesson at Prichard Elementary (Carter County).*

*The Rev. C.B. Akins looks over classwork that Gracie Robinson and other students in her primary class at Prichard Elementary are working on while state board members toured the Carter County school.*

Photos by Lisa Y. Gross, Kentucky Department of Education; Brad Hughes, Kentucky School Boards Association; and Catherine Rogers, Rowan County School District

